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ABSTRACT

Project ABRAZO, 1 of 5 speciality projects funded by the U.S. Office of Education under Title VII of the Elementary and Secondary Education Act of 1965, was designed to conduct research in areas of cognitive and affective learning generalizable to the 130 operational bilingual programs across the country. ABRAZO's goals were (1) to study the self-concept of Mexican American children in grades K through 6 and (2) to implement and to evaluate several strategies hypothesized to contribute to the development of a positive self-image in Mexican American children, grades K through 6. Operational components were established in 4 elementary schools of the San Jose Unified School District in San Jose, California. These schools service approximately 1,500 students in neighborhoods with a 50% or more Mexican American population. The study sample was 90% Mexican American and Anglo (12 Blacks, 16 Orientals, 11 other were included). This 3-section final evaluation report includes (1) a summary and discussion of the extensive data base established by collecting data from teachers, parents, and students in areas of organizational climate attitudes, self-concept, and student achievement; (2) an evaluation of each of the 11 ABRAZO components; and (3) a discussion of findings and recommendations of the evaluation with a view toward providing a constructive critique of the project. Four appendixes containing data on teacher in-service, the "Friend" component, and a separate classroom observation study related to student self-concept are included. (Author/NQ)

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Final Evaluation Report

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ABRAZO
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# Final Evaluation Report
# for
# ABRAZO - Title VII Bilingual Project
# Project No. 97-00103
# Santa Clara County Office of Education

by

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September 10, 1971

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# INTRODUCTION

Project ABRAZO is one of five speciality projects funded by the U.S. Office of Education under Title VII of the Elementary and Secondary Education Act of 1965 designed to conduct research in areas of cognitive and affective learning which would be generalizable to the 130 operational bilingual programs across the country.

The goals of ABRAZO were:

1. To conduct a research study of the self-concept of Mexican-American children in grades K through 6; and
2. To implement and to evaluate several strategies hypothesized to contribute to the development of a positive self-image in Mexican-American children, grades K through 6.

While we all hypothesize about the variables that contribute to and reinforce the image that the child has of himself as well as about the things that the school or community might do or not do to better things, a systematic body of knowledge about self-concept is lacking.

Compensatory education programs have characteristically included as one of their goals "the improvement of the self-image of the minority students"; yet determination of whether or not this goal has been reached has been more difficult. Information about sources of evaluation instruments is not readily obtainable and many available instruments lack validation.

ABRAZO has operational components in four elementary schools (Empire Gardens, Hester, Jefferson, Belden) of the San Jose Unified School District in San Jose, California. These schools service approximately 1500 students

in neighborhoods which have a 50% or more Mexican-American population. Generally, the ABRAZO schools have not had the benefit of previous project intervention (i.e., Title I, III, etc.) and this, coupled with their high concentration of Mexican-American children and desire for project participation were reasons for their inclusion in ABRAZO.

With respect to the two project goals, a series of objectives were stated. The evaluation design was stated in the form of process behaviors or behavioral outcomes hypothesized to be a result of the impact of the project components. These objectives are detailed on pages 6 and 11-15 of the ABRAZO proposal.

This final evaluation report covers the research and evaluation activities related to the ABRAZO project conducted under contract by the Center for Planning and Evaluation (CPE) for the 1970-71 school year.

This report is divided into three sections. Section One summarizes and discusses the extensive data base which was established by collecting data from teachers, parents, and students (fall and spring) in the areas of organizational climate attitudes, self-concept, and student achievement. Section Two addresses the evaluation of each of the eleven ABRAZO components by using subsets of the data base established in Section One and supplementing this with other data collected specific to the component in question. Section Three discusses the findings and recommendations of the evaluation with a view toward providing a constructive critique of the project. The appendices contain data on the Jefferson teacher inservice, the "Friend" component and a separate classroom observation study related to student self-concept that was done at Belden School.

## SECTION ONE: BASELINE ANALYSIS

An ambitious program of gathering data on children and staff in the four ABRAZO schools and a comparison school (Anne Darling) was undertaken by CPE. A literature research, visits and correspondence to existing bilingual projects, and consultations with recognized professionals in the fields of bilingual education and the assessment of self-concept were conducted before the testing program was finalized.

### A. Assessment of Teacher Attitudes and Organizational Climate of the Schools

In order to more adequately describe and understand the school environment of the children participating in the ABRAZO project, all teachers were asked to complete two instruments. Since some project components were designed to affect teacher attitude and school climate, these instruments were administered twice during the school year (October and May) to gain indications of change.

The first instrument was a semantic differential scale eliciting teacher attitudes on the following six concepts:

1) School staff
2) Myself
3) Mexican-American
4) Encounter groups
5) Culturally Disadvantaged
6) Chicano

Eighteen bipolar adjectives were listed under each of six concepts. The adjective pairs were identical for each concept and had a seven point scale between each pair. A high score indicates positive/favorable attitude toward the concept. Possible range is 18 to 126. Neutral feelings (all 4's) yield a score of 72.

Table 1 summarizes the results of this attitudnal survey in the three schools where valid fall and spring data were obtained. Generally speaking, staff attitudes toward the six concepts were somewhat less positive in the spring than the fall. There seemed to be three notable points of interest. First, the staff in school A (which underwent racial awareness encounter group experiences for six months) indicated a negative attitude change toward encounter groups when comparing the fall to spring responses. This was not true in school B or C. However, positive attitudes toward Mexican-American, Culturally disadvantaged, and Chicano declined more in school B and C than at school A.

Halpin and Croft's (1963) Organizational Climate Description Questionnaire (OCDQ) was the instrument used to assess the staff's perception of the school climate. Since this standardized instrument has had widespread use, it enables the resulting profile to be interpreted against a "norm" profile which was developed by Halpin and Croft using 71 elementary schools chosen from six different regions of the United States. The norm analysis is based upon the responses of 1151 teachers and administrators to a set of 64 Likert-type items.

The OCDQ is a 64-item instrument consisting of eight subtests delineated by factor-analytic methods. The climate, or organizational "personality," is assessed by questions related to characteristics of the faculty group and to characteristics of the principal as a leader.

The eight characteristics of school climate are operationally defined by Halpin and Croft as follows:

Teacher's Behavior

1. Disengagement . . . refers to the teachers' tendency to be "not with it." This dimension describes a group which is "going through the motions," a group that is " not in gear" with respect to the task at hand. It corresponds to the more general concept of anomie as first described by Durkheim. In short, this subtest focuses upon the teachers' behavior in a task-oriented situation.

Table 1

Word Association Scale (Semantic Differential) Completed by Project Teachers in the Fall of 1970 and Spring of 1971

| School | | Concept: Staff | | Myself | | Mexican-American | | Encounter | | Cultural Disadvantaged | | Chicano | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Mean | SD | Mean | SD | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| A. | Fall | 100.47 | 12.14 | 102.18 | 8.88 | 90.24 | 15.42 | 82.94 | 17.78 | 78.65 | 9.58 | 81.41 | 17.73 |
| | Spring | 94.94 | 12.58 | 99.24 | 10.71 | 88.82 | 15.27 | 58.76 | 19.04 | 77.18 | 12.20 | 80.24 | 12.51 |
| B. | Fall | 103.75 | 16.21 | 111.38 | 9.88 | 106.13 | 13.78 | 72.13 | 21.80 | 92.88 | 18.73 | 95.25 | 18.76 |
| | Spring | 83.64 | 16.39 | 99.55 | 14.92 | 85.09 | 13.53 | 72.09 | 6.06 | 77.09 | 7.54 | 81.73 | 12.95 |
| C. | Fall | 92.00 | 15.89 | 95.67 | 14.00 | 92.58 | 16.68 | 73.00 | 14.03 | 84.83 | 17.79 | 85.92 | 16.18 |
| | Spring | 84.15 | 15.88 | 86.31 | 16.02 | 83.00 | 13.10 | 73.69 | 7.31 | 79.54 | 14.15 | 80.46 | 14.55 |

2. Hinderance . . . refers to the teachers' feeling that the principal burdens them with routine duties, committee demands, and other requirements which the teachers construe as unnecessary busy-work. The teachers perceive that the principal is hindering rather than facilitating their work.

3. Esprit . . . refers to "morale." The teachers feel that their social needs are being satisfied. and that they are, at the same time, enjoying a sense of accomplishment in their job.

4. Intimacy . . . refers to the teachers' enjoyment of friendly social relations with each other. This dimension describes a social-needs satisfaction which is not necessarily associated with task-accomplishment.

Principal's Behavior

5. Aloofness . . . refers to behavior by the principal which is characterized as formal and impersonal. He "goes by the book" and prefers to be guided by rules and policies rather than to deal with the teachers in an informal, face-to-face situation. His behavior, in brief, is universalistic rather than particularistic; nomothetic rather than idiosyncratic. To maintain this style, he keeps himself-at least, "emotionally"-at a distance from his staff.

6. Production Emphasis . . . refers to behavior by the principal which is characterized by close supervision of the staff. He is highly directive, and plays the role of a "straw boss." His communication tends to go in only one direction, and he is not sensitive to feedback from the staff.

7. Thrust . . . refers to behavior by the principal which is characterized by his evident effort in trying to "move the organization." "Thrust" behavior is marked not by close supervision, but by the principal's attempt to motivate the teachers through the example which he personally sets. Apparently, because he does not ask the teachers to give of themselves any more than he willingly gives of himself, his behavior, though starkly task-oriented, is nonetheless viewed favorably by the teachers.

8. Consideration . . . refers to behavior by the principal which is characterized by an inclination to treat the teachers "humanly," to try to do a little something extra for them in human terms.

Combinations of levels with respect to the above eight characteristics produce a profile of school climate. Six climate types were identified from profile analysis:

1) Open Climate
2) Autonomous Climate
3) Controlled Climate
4) Familiar Climate
5) Paternal Climate
6) Closed Climate

A complete description of these climates may be found in Halpin and Croft (1963). Figure 1 compares the profiles of the Open and Closed Climates.

## Results

### A. Description of the Organizational Climate

Table 2 summarizes the ABRAZO schools' means on the eight factors of school climate. The table also includes the same values for the 71 school sample from the Halpin and Croft study. The schools in this study scored dramatically lower in four factor areas: hinderance, intimacy, production emphasis, and consideration. Other differences exist but not as dramatic as the four cited. Figure 2 graphs the profiles of Halpin and Croft's norm schools and a composite of the ABRAZO schools.

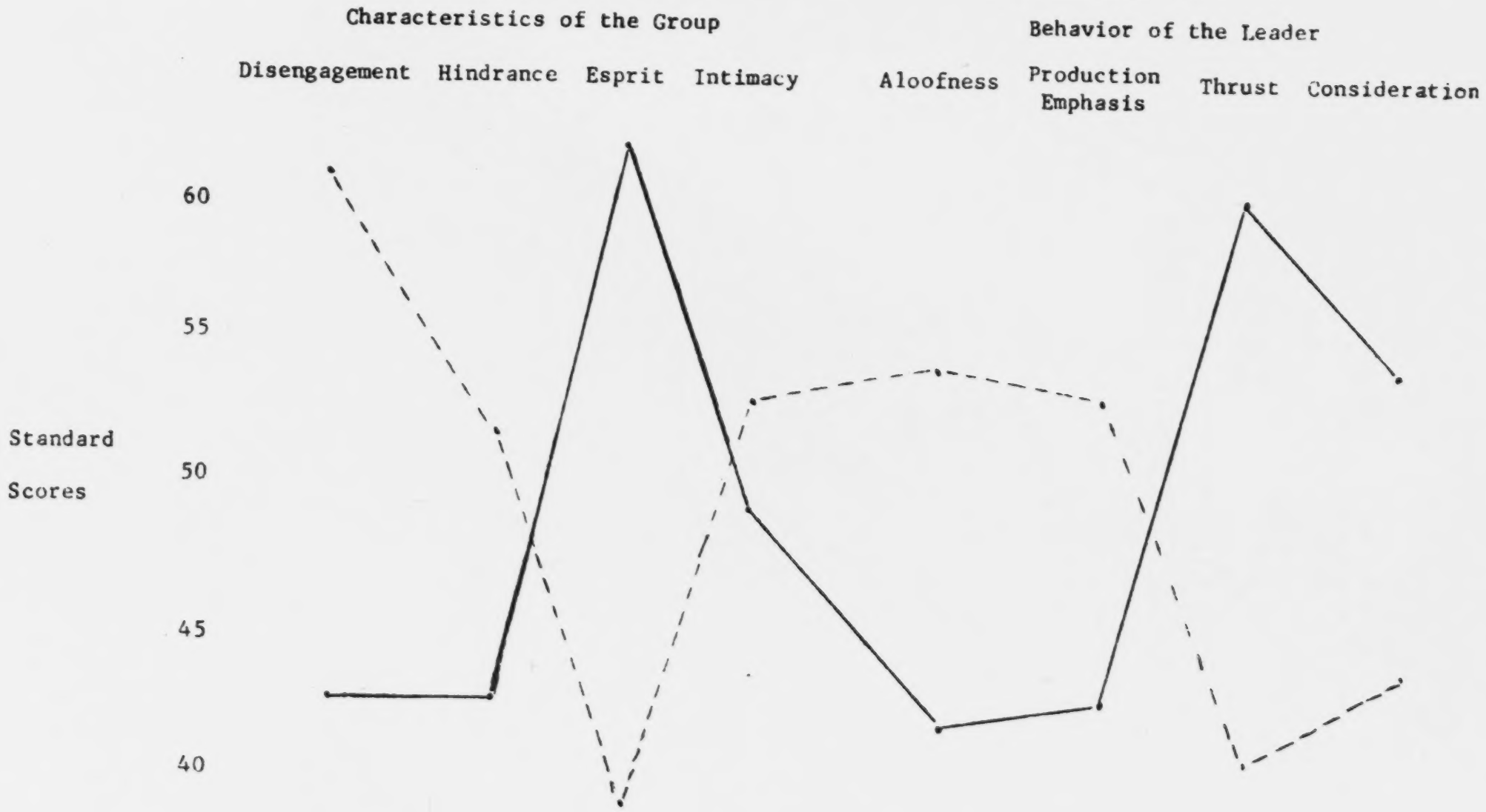
Comparison of the ABRAZO profile was similar to that of the open school.

ABRAZO schools have the following general characteristics with respect to the eight climate factors.

1) High disengagement
2) Low hinderance
3) High esprit
4) Average intimacy
5) Above average aloofness
6) Average production
7) High thrust
8) Low consideration

Figure 1

COMPARISON OF AN <u>OPEN</u>[a] AND A <u>CLOSED</u> ORGANIZATIONAL CLIMATE ON THE EIGHT SUBTESTS OF THE <u>ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE</u> (FORM IV)




[a]The <u>Open</u> Climate is represented by the solid line; the <u>Closed</u> Climate, by the dotted line.

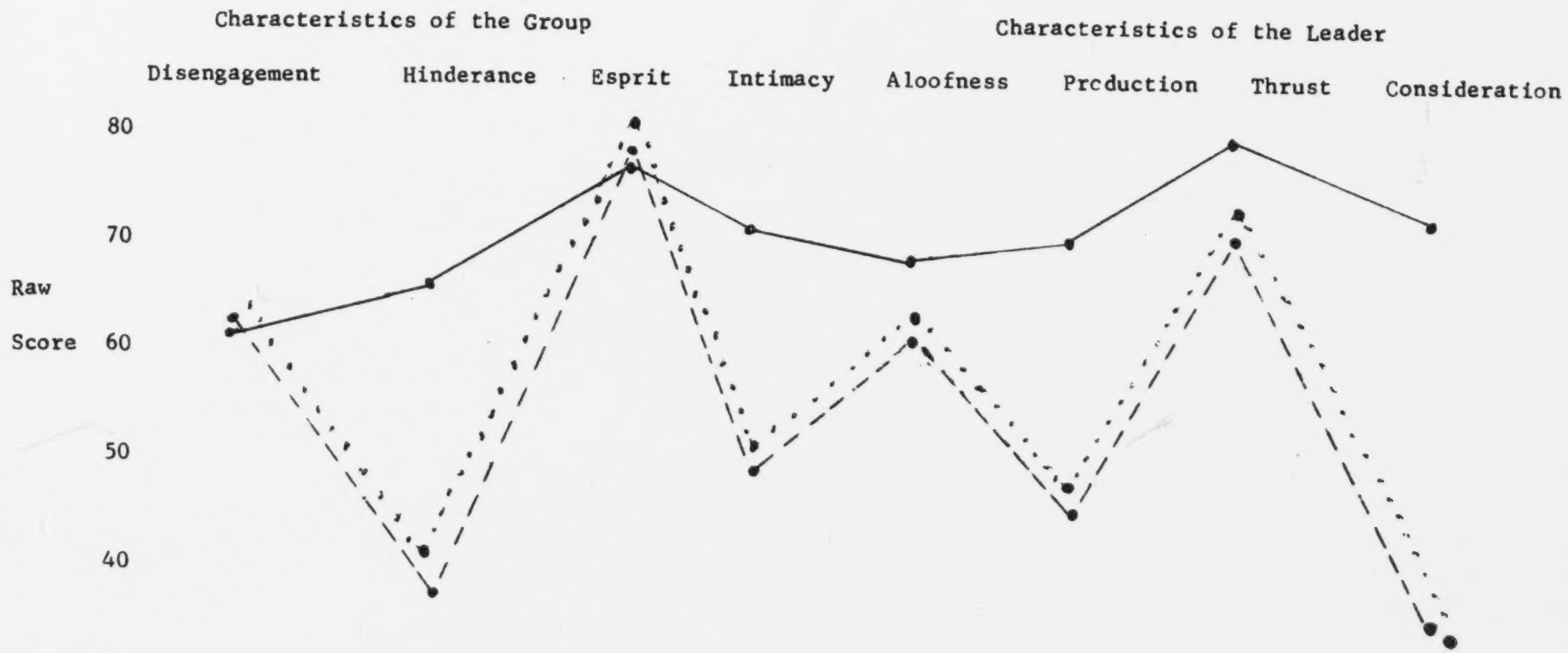
Table 2

The Organizational Climate of ABRAZO Schools

| School | Disengagement | Hinderance | Esprit | Intimacy | Aloofness | Production | Thrust | Consideration |
|---|---|---|---|---|---|---|---|---|
| A. Fall | 64.21 | 40.25 | 71.32 | 47.92 | 60.00 | 47.53 | 72.08 | 42.84 |
| Spring | 66.81 | 42.44 | 79.25 | 52.06 | 63.25 | 48.81 | 69.75 | 4[illegible].00 |
| B. Fall | 68.00 | 43.19 | 74.21 | 50.42 | 63.78 | 50.12 | 72.09 | 43.16 |
| Spring | 65.56 | 44.22 | 82.00 | 52.11 | 65.22 | 50.33 | 73.11 | 41.33 |
| C. Fall | 64.84 | 39.51 | 73.26 | 49.91 | 61.37 | 49.87 | 69.88 | 39.94 |
| Spring | 66.36 | 40.79 | 79.64 | 51.00 | 62.93 | 51.21 | 70.86 | 40.85 |
| Halpin and Croft "Norm" Schools | 65.9 | 69.9 | 80.7 | 72.6 | 71.5 | 72.2 | 81.8 | 72.2 |

Figure 2

COMPARISON OF HALPIN AND CROFT'S ORGANIZATIONAL CLIMATE NORM PROFILE AND THE PROFILE OF ABRAZO PROJECT SCHOOLS HAVING HIGH CONCENTRATIONS OF MEXICAN-AMERICAN STUDENTS




Halpin's Norm Profile = Solid line _____
ABRAZO Pretest Profile = Broken line - - -
ABRAZO Posttest Profile = Dotted line . . .

A profile such as this is classified (Halpin and Croft, 1963) between the autonomous and controlled climate.

1) The autonomous climate is described as one in which leadership acts emerge primarily from the group. The leader exerts little control over the group members; high Esprit results primarily from social-needs satisfaction. Satisfaction from task achievement is also present, but to a lesser degree.

2) The Controlled climate is characterized best as impersonal and highly task-oriented. The group's behavior is directed primarily toward task accomplishment, while relatively little attention is given to behavior oriented to social-needs satisfaction. Espirit is fairly high, but it reflects achievement at some expense to social-needs satisfaction. This climate lacks openness, or "authenticity" of behavior, because the group is disproportionately preoccupied with task achievement.

The assessment of the organizational climate of four ABRAZO project schools serving populations of more than 50% Mexican-American indicated that the climate was toward the "open" end of Halpin's continuum falling between the autonomous and controlled climates. The profile of these schools was markedly lower than Halpin's norm in the areas of Hinderance, Intimacy, Production, and Consideration.

Changes on the eight factors of school climate were small over the seven month period between measurements. The most consistent and largest "gain" was in increased esprit or morale in the ABRAZO schools. The other interesting finding was the increase of 4.1 points on intimacy in the school experiencing the encounter group as compared with gains of only 1.1 and 1.7 in the other two schools.

B. Assessment of Student Self-Concept and Achievement

Since 1950 there has been an increasing number of empirical studies related to self-concept, and since 1960 many of these have centered upon the relationship of ethnic group membership to self-esteem. Wylie (1961) considered the seemingly endless array of hypotheses, instruments and experimental designs related to the assessment of self-concept.

Most studies of self-concept have used single instruments in which the students themselves have responded. However, some studies have attempted to obtain independent views of self-concept using teacher or parent ratings.

Assessment of the self-esteem of children in ABRAZO schools was completed by using as many as four instruments representing various views of one's self-esteem. ABRAZO has undertaken an ambitious program of student assessment at three grade levels (K, 3, 6) to obtain data on variables of interest at three stages of the child's social and cognitive development. Complete data on more than 800 children was obtained.

The primary interest was to view the data as a function of ethnic group membership. Many hypotheses had been offered by educators and community members concerned about the perceived low self-esteem of Mexican-American children and its presumed effect upon school performance. Therefore, mean differences between the various measures of self-esteem, achievement and

scholastic aptitude and background characteristics were examined as a function of ethnic group membership.

Two major ethnic groups, Mexican-Americans and Anglos, constituted more than 90% of the study sample. The data were initially dichotomized into Mexican-American and non-Mexican-American categories with the realization that a small number of Blacks (12), Orientals (16) and other (11) was included in the latter category. An additional view of the data analyzed the Anglos as a separate category.

Means and standard deviations on the various instruments and background characteristics were first compiled for each of the three ethnic categories at grades three and six. At points where differences were viewed as possibly being significant, t tests were performed.

Secondly, the degree of agreement between the four measures of self-esteem at grades three and six by ethnic group was examined. Two statistical methods were employed to measure this. First, mean differences between a child's view of himself, how he perceived his teacher's view of him, and the actual teacher rating of self-concept were examined. Secondly, the inter-correlations between these same views were generated.

Kindergarten

Children in the four kindergartens were given the Bettye Caldwell Preschool Inventory, an individually administered test of basic tasks designed to assess school readiness skills. This instrument was administered in the fall only and was used as a diagnostic tool by the kindergarten teachers. In addition, background characteristics of sex, father's occupation, birthplace, and ethnic group membership were compiled on kindergarten children. Kindergarten teachers were asked to complete

Coopersmith's Behavioral Rating Form, a thirteen item instrument designed to assess young children's self-confidence and classroom behavior. The BRF was completed twice during the year, once in October, and again in May.

Table 3 summarizes a school-by-school breakout of the fall scores on the Bettye Caldwell and BRF. A scale of fathers' occupation is also indicated in this table. Occupational level was based upon Hollingshead's seven-point scale, with seven indicating unskilled occupations and one indicating professional occupations. Posttest scores on the BRF indicated a drop over the pretest scores, perhaps indicating an increase in teacher expectation over the course of the year.

Table 4 summarizes the means and standard deviations on the variables of interest comparing Mexican-American and non-Mexican-American youngsters. A significant difference is noted, favoring the non-Mexican-American children on the Bettye Caldwell total score. The high possible score on this instrument is 85. There were no significant differences on the teacher-completed Behavioral Rating Form when comparing ethnic groups.

Table 5 shows the inter-correlation matrix among the variables of interest for kindergarten children of Mexican-American origin. There is a generally significant relationship between father's occupation and achievement on the various components of the Bettye Caldwell. Also the BRF self-esteem rating is significantly related to achievement.

The inter-correlation matrix for kindergarten children of non-Mexican-American origin is illustrated in Table 6. Here we find no significant relationship between father's occupation and achievement on the Bettye Caldwell. The BRF self-esteem rating is significantly related to achievement, as was the case for Mexican-American children.

Table 3

Kindergarten Means and Standard Deviations for Father's Occupational Levels, Bettye Caldwell Preschool Inventory (BC), and Behavioral Rating Form (BRF)

| Measures | | School A N=78 | | School B N=35 | | School C N=28 | | School D N=70 | | School E * N=36 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Mean | SD | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| Father Occupation | | 5.71 | 1.11 | 5.57 | 1.14 | 5.46 | 1.04 | 5.31 | .93 | 5.94 | .63 |
| BC (Social) | | 21.79 | 3.08 | 21.89 | 2.69 | 21.21 | 3.26 | 21.89 | 4.84 | | |
| BC (Vocab) | | 14.03 | 4.78 | 14.49 | 4.18 | 13.61 | 4.26 | 15.80 | 5.40 | | |
| BC (Numerical) | | 14.00 | 2.73 | 13.51 | 3.13 | 12.89 | 3.78 | 13.29 | 4.06 | | |
| BC (Sensory) | | 16.81 | 2.13 | 16.97 | 1.54 | 16.21 | 2.41 | 17.11 | 3.53 | | |
| BC - Total | | 66.65 | 10.84 | 66.97 | 9.45 | 63.93 | 10.66 | 68.03 | 16.60 | | |
| BRF - Total | Fall | 47.13 | 9.14 | 44.51 | 6.19 | 42.25 | 8.14 | 49.37 | 10.01 | 49.47 | 8.06 |
| | Spring | 37.36 | 7.09 | 40.81 | 5.73 | | | 36.66 | 6.49 | 36.62 | 5.97 |

* The BC was not administered at School E, the comparison school

TABLE 4

Kindergarten Means and Standard Deviations for Fathers' Occupational Levels, Bettye Caldwell Preschool Inventory (BC) and Behavioral Rating Form (BRF) by Ethnic Group

| | N=95 Mexican-American | | N=116 Non-Mexican-American | |
|---|---|---|---|---|
| | MEAN | SD | MEAN | SD |
| Father's Occupation | 5.75 | .91 | 5.34 | 1.13 |
| B.C. Social | 20.78 | 3.84 | 22.57 | 3.41 |
| B.C. Vocab. | 13.64 | 4.77 | 15.45 | 4.84 |
| B.C. Numerical | 12.75 | 3.61 | 14.18 | 3.13 |
| B.C. Sensory | 16.19 | 2.76 | 17.41 | 2.41 |
| B.C. Total | 63.27 | 13.05 | 69.69 | 11.92 |
| BRF Total | 46.60 | 8.18 | 46.95 | 9.97 |

Table 5

Correlations for Mexican-American Kindergarten Children Between Father's Occupational Level, Bettye Caldwell Preschool Inventory, and Behavioral Rating Form

| | 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|---|---|---|---|---|---|---|---|
| 1. F. Occ. | 1.00 | .21 | .16 | .23 | .16 | .21 | .12 |
| 2. B.C. Social | | 1.00 | .68 | .70 | .67 | .90 | .29 |
| 3. B.C. Vocab | | | 1.00 | .58 | .51 | .85 | .36 |
| 4. B.C. Num | | | | 1.00 | .65 | .84 | .39 |
| 5. B.C. Sensory | | | | | 1.00 | .79 | .21 |
| 6. B.C. Total | | | | | | 1.00 | .36 |
| 7. BRF | | | | | | | 1.00 |

Significant if $\geq .20$

Table 6

Correlations for non-Mexican-American Kindergarten Children Between Father's Occupational Level, Bettye Caldwell Preschool Inventory, and Behavioral Rating Form

| | 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|---|---|---|---|---|---|---|---|
| 1. F. Occ. | 1.00 | .06 | .11 | .07 | .06 | .10 | .10 |
| 2. B.C. Social | | 1.00 | .66 | .73 | .79 | .90 | .15 |
| 3. B.C. Vocab | | | 1.00 | .60 | .59 | .87 | .35 |
| 4. B.C. Num | | | | 1.00 | .60 | .84 | .25 |
| 5. B.C. Sensory | | | | | 1.00 | .83 | .09 |
| 6. B.C. Total | | | | | | 1.00 | .27 |
| 7. BRF | | | | | | | 1.00 |

Significant if $r \geq .18$

Third grade

Third grade children were given Coopersmith's (1967) Self-Esteem Inventory (SEI). The SEI has 54 items consisting of statements to which the student responds wither "Like Me" or "Unlike Me." In addition, each child was administered by the research staff a locally developed 18-item adjective checklist entitled, "How I See Myself." This instrument was a modified version of a scale used by Davidson and Lang (1960).

The identical adjective checklist was given by the researchers a second time to students with new directions and the focus changed to "How My Teacher Sees Me." Finally, third and sixth grade teachers were asked to complete the same checklist showing their view of the child's self-concept. This was completed without the teachers having seen the student completed instruments.

A test-retest reliability check was run with a two-week interval in February on a class of fifth grade children in one of the participating schools on the "How I See Myself" and "How My Teacher Sees Me" instruments. The "How I See Myself" instrument had a Pearson correlation coefficient of .75 while the "How My Teacher Sees Me" instrument had a reliability of .88.

Cooperative Primary Tests in Mathematics (Form 23A) and Reading (Form 23A) were administered to obtain measures of academic performance.

Testing Results

Means and standard deviations for the fall and spring testing for third grade children are summarized by school in Table 7. The "Coopersmith Self-Esteem Inventory," "How I See Myself" and "How My Teacher Sees Me" and "Teacher Checklist" were administered on a pre-post basis with the exception of School A which did not complete the Teacher Checklist or "How My Teacher Sees Me." Incomplete

Table 7

Means and Standard Deviations of
Background, Self-Esteem and Achievement Variables for October
and May for Third Grade Children Shown by School*

Schools

| Measures | School A N=74 | | School B N=51 | | School C* N=43 | | School D N=58 | | School E N=75 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 72 | | 48 | | 39 | | 39 | | 68 | |
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| Father's Occupation | 5.70 | 1.07 | 5.69 | 1.01 | 5.74 | 1.00 | 5.12 | 1.39 | 5.97 | .70 |
| Time in School | 3.07 | 1.40 | 3.59 | 1.27 | 3.26 | 1.35 | 2.81 | 1.25 | 3.29 | 1.21 |
| General Self-Esteem | 28.74<br>29.44 | 6.63<br>6.36 | 28.88<br>27.61 | 5.16<br>7.52 | 32.28 | 6.80 | 29.17<br>29.20 | 7.19<br>6.74 | 29.53<br>27.82 | 6.88<br>6.34 |
| Social Self-Peers | 10.11<br>10.42 | 2.45<br>3.14 | 10.47<br>10.08 | 2.42<br>3.14 | 10.93 | 2.59 | 10.31<br>9.73 | 3.11<br>3.14 | 10.16<br>9.88 | 3.28<br>3.32 |
| Home-Parents | 9.59<br>9.90 | 2.69<br>3.38 | 10.80<br>9.40 | 2.48<br>4.01 | 11.53 | 2.48 | 10.31<br>9.42 | 3.22<br>4.52 | 10.45<br>10.72 | 3.17<br>3.02 |
| School-Academic | 9.16<br>10.03 | 3.19<br>3.26 | 10.20<br>9.45 | 2.86<br>3.40 | 10.79 | 2.73 | 10.24<br>9.97 | 2.75<br>3.83 | 9.84<br>10.26 | 3.28<br>3.36 |
| Total SEI Score | 57.61<br>59.67 | 11.00<br>12.01 | 60.71<br>56.53 | 9.60<br>14.82 | 65.30 | 11.77 | 60.21<br>58.41 | 12.85<br>14.07 | 60.41<br>60.44 | 12.37<br>12.64 |
| Lie Scale | 7.55<br>9.07 | 2.42<br>2.81 | 8.18<br>9.14 | 3.55<br>3.47 | 8.74 | 2.89 | 8.22<br>8.72 | 2.25<br>3.09 | 8.41<br>7.94 | 5.04<br>3.20 |
| How I See Myself | 44.88<br>35.28 | 4.68<br>2.45 | 46.53<br>44.26 | 5.08<br>6.41 | 44.91 | 4.71 | 43.81<br>45.00 | 4.92<br>6.29 | 44.55<br>44.76 | 6.36<br>5.83 |
| How My Teacher Sees Me | 44.35 | 5.38 | 46.75<br>42.63 | 6.13<br>5.68 | 43.09 | 6.18 | 44.19<br>46.21 | 7.68<br>3.57 | 44.39<br>45.34 | 5.70<br>6.48 |
| Teacher Checklist | 41.20 | 7.47 | 49.92 | 3.38 | 41.12 | 7.00 | 42.40 | 5.50 | 45.67 | 6.29 |
| Reading | 24.49<br>47.78 | 6.70<br>16.12 | 25.98<br>48.31 | 6.51<br>18.56 | 30.65<br>63.46 | 7.46<br>11.92 | 20.59<br>56.64 | 13.19<br>18.39 | 25.00<br>45.55 | 6.43<br>17.29 |
| Math | 29.91 | 6.29 | 32.08 | 6.76 | 37.44 | 6.13 | 30.93 | 7.36 | 32.00 | 6.94 |

*The top set of figures in each cell are for the October, 1970 pretest; bottom figures are for the May, 1971 posttest.

Testing Results (Cont'd.)

posttest data were received for third graders from School C and thus are not reported.

For the Fall testing it can be noted that students at School C had significantly higher scores in reading, math, and self-esteem (SEI) than in other schools. At the kindergarten and sixth grade levels, the schools are strikingly similar in the measures used. There seems to be general agreement among the various measures of self-esteem, as well as the teacher's view of a child's self-esteem. No significant differences in pre-post self-esteem were noted for third grade children by school except for a decrease on"How I See Myself"for School A. This, however, was inconsistent with a demonstrated increase for School A on the total SEI score.

Table 8 shows the means and standard deviations by ethnic category for third graders. Significant differences were observed on mathematics achievement, age, father's occupation, and place of birth. The t values have been indicated in parentheses next to the variables where differences were noted. The differences indicate that Mexican-American third graders perform lower in mathematics, are somewhat older, and their father's have more unskilled occupations than their non-Mexican-American and Anglo peers. Place of birth differences indicate that more Anglos are born away from the attendance district than are Mexican-Americans.

No significant differences between ethnic categories were noted on any of the four measures of self-esteem.

Agreement between views of self-esteem

Mean Differences: Examination of Tables 1 and 2 indicate that there were no mean differences at either grade level or within any ethnic group between the three views of self-esteem (How I See Myself, How My Teacher Sees Me, Teacher Checklist) when using the 18-item adjective checklist.

TABLE 8

MEANS AND STANDARD DEVIATIONS ON MEASURES
OF SELF-ESTEEM AND ACHIEVEMENT AND BACKGROUND CHARACTERISTICS
FOR THIRD GRADE MEXICAN-AMERICANS,
NON-MEXICAN-AMERICANS, AND ANGLOS

| | N=200 Mexican-American | | N=101 Non-Mexican-American | | N=77 Anglo | |
|---|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | Mean | SD |
| Coopersmith's Self-Esteem Inventory (SEI) | 60.53 | 10.72 | 60.23 | 13.68 | 59.88 | 13.69 |
| How I See Myself | 44.99 | 5.49 | 44.64 | 4.91 | 44.40 | 5.14 |
| How My Teacher Sees Me | 44.78 | 6.46 | 44.10 | 5.82 | 44.06 | 5.88 |
| Teacher Completed Checklist | 44.42 | 6.18 | 43.20 | 8.21 | 42.86 | 8.28 |
| COOP Reading Form 23B | 24.86 (1.9)* | 8.27 | 25.27 (2.1)* | 8.12 | 24.77 (1.8)* | 8.62 |
| COOP Math Form 23B (t=2.22) | 31.48 (2.2)* | 5.97 | 33.24 (2.3)* | 6.47 | 33.21 (2.3)* | 6.54 |
| Age (in months) (t=3.02) | 105.54 | 6.85 | 103.55 | 7.41 | 102.66 | 7.22 |
| Father's Occupation (t=5.11) | 5.91 | .80 | 5.17 | 1.35 | 5.04 | 1.39 |
| Birth Place (t=1.75) | 2.17 | 2.08 | 2.66 | 2.63 | 2.64 | 2.55 |
| Time in School | 3.24 | 1.31 | 3.09 | 1.30 | 3.08 | 1.27 |

* Grade equivalent score

Intercorrelations: Tables 9 and 10 are the correlation matrices for the four self-esteem measures by ethnic group for third grades. The intercorrelations between the measures of self-concept are quite similar for both ethnic groups. All relationships are significant although there is more agreement among the three self-concept measures the children completed (SEI, How I See Myself, How My Teacher Sees Me) themselves than with the Teacher Completed Checklist. The relationship between the SEI and the Teachers Checklist with achievement seems to be most stable. This relationship is more positive for non-Mexican-Americans. There is also a stronger relationship between "How I See Myself" and "How My Teacher Sees Me" in the non-Mexican-American group.

Teacher's rating of a youngster's self-esteem is related to achievement in both ethnic groups, although more strongly in Anglos. Occupational level has some predictive value toward achievement for non-Mexican-Americans, but not for Mexican-Americans.

While both matrices indicate a number of significant correlations, most explain only a small portion of the variance. A good indicator of the percent of variance explained by one factor toward another is to square the correlation coefficient. A correlation of .50 explains only 25% of the variance.

Sixth grade

Self-concept data on sixth grade students was obtained using the same instruments as in grade three. Achievement in mathematics and reading was assessed using the California Test of Basic Skills (CTBS) Level II, Form Q. In addition, California Test of Mental Maturity (CTMM) and Lorge-Thorndike

TABLE 9

INTERCORRELATIONS BETWEEN MEASURES OF SELF-ESTEEM AND ACHIEVEMENT IN READING AND MATHEMATICS FOR THIRD GRADE MEXICAN-AMERICANS

| | SEI | See Myself | Teacher Sees Me | Teacher Checklist | Reading | Mathematics |
|---|---|---|---|---|---|---|
| SEI | 1.00 | .33 | .22 | .16 | .17 | .21 |
| See Myself | | 1.00 | .44 | .27 | -.05 | .02 |
| Teacher Sees Me | | | 1.00 | .26 | .10 | .21 |
| Teacher Checklist | | | | 1.00 | .19 | .00 |
| Reading | | | | | 1.00 | .35 |
| Mathematics | | | | | | 1.00 |

Significant at .05 level is r ≥ .14

TABLE 10

INTERCORRELATIONS BETWEEN MEASURES OF SELF-ESTEEM AND ACHIEVEMENT IN READING AND MATHEMATICS FOR THIRD GRADE NON-MEXICAN-AMERICANS

| | SEI | See Myself | Teacher Sees Me | Teacher Checklist | Reading | Math |
|---|---|---|---|---|---|---|
| SEI | 1.00 | .43 | .32 | .28 | .37 | .29 |
| See Myself | | 1.00 | .64 | .22 | .22 | .20 |
| Teacher Sees Me | | | 1.00 | .25 | .07 | .25 |
| Teacher Checklist | | | | 1.00 | .33 | .23 |
| Reading | | | | | 1.00 | .42 |
| Mathematics | | | | | | 1.00 |

Significant at .05 level if r $\geq$ .20

Sixth grade: (Cont'd.)

scores of scholastic aptitude were available for these children.

Means and standard deviations for the fall and spring testing for sixth grade children are summarized by school in Table 11. The teacher checklist was not administered as a posttest. No significant differences in pre-post self-esteem were noted for sixth grade children by school except for a decrease on "How I See Myself" for School A. This school also experienced a very slight decrease in sixth grade scores for the total SEI. Also no significant differences were found on the school academic subscores of the SEI. The total SEI scores of children seem a bit higher at the sixth grade than at the third level.

Ths most consistent findings regarding self-esteem comes from comparing third and sixth grade scores. In each of the five schools, the general self-esteem scores for sixth grade students were consistently higher than for third grade children while the school academic self-esteem subscores were consistently lower for sixth grade children than for those at the third grade level.

Table 12 cites the means and standard deviations by ethnic category for observed pretest characteristics at the sixth grade. Again, t values are indicated next to those variables where significant differences were found. Here we found more sweeping and striking differences only hinted at in the lower grades. Significant differences between ethnic categories exist on the SEI (t=2.27), CTBS Reading (t=1.69), CTBS Math (t=2.30), the Lorge-Thorndike (t=2.07), and father's occupation (t=3.14). All these differences favor the non-Mexican-American and Anglo ethnic categories. On the spring testing, the non-Mexican-Americans scored higher than the Mexican-Americans but the difference was not significant.

TABLE 11

Means and Standard Deviations of
Background and Self-Concept Variables for October and
May for Sixth Grade Children Shown by School 1

Classes

| Measures | School A N=45, 53 | | School B N=58, 31 | | School C N=37, 33 | | School D N=55, 34 | | School E N=56, 43 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| Father's Occupation | 5.69 | 1.41 | 5.62 | 1.06 | 6.03 | .73 | 5.80 | 1.01 | 6.16 | .60 |
| Time in School | | | 3.72 | 2.71 | 4.92 | 2.30 | 4.18 | 2.14 | 5.36 | 2.26 |
| General Self-Esteem | 30.98<br>30.22 | 2.84<br>8.81 | 30.71<br>34.19 | 8.33<br>5.66 | 33.51<br>33.65 | 7.11<br>8.35 | 33.16<br>33.58 | 8.86<br>8.46 | 30.89<br>30.22 | 6.94<br>10.16 |
| Social Self-Peers | 10.04<br>10.56 | .95<br>4.07 | 11.34<br>10.19 | 7.67<br>3.29 | 11.05<br>10.44 | 3.11<br>3.87 | 10.69<br>11.99 | 3.17<br>3.50 | 9.98<br>10.18 | 3.18<br>3.66 |
| Home-Parents | 10.84<br>10.30 | 1.46<br>4.30 | 14.60<br>10.57 | 14.49<br>3.30 | 11.81<br>10.48 | 6.68<br>4.09 | 10.56<br>11.34 | 3.82<br>4.65 | 11.52<br>10.08 | 3.08<br>4.60 |
| School-Academic | 8.71<br>8.90 | 1.62<br>3.70 | 10.40<br>8.64 | 10.16<br>3.40 | 9.16<br>8.86 | 4.42<br>3.41 | 9.84<br>9.40 | 3.79<br>3.63 | 9.59<br>8.54 | 3.32<br>4.20 |
| Total | 60.58<br>59.96 | 6.18<br>16.81 | 60.74<br>63.53 | 17.77<br>11.27 | 64.08<br>64.28 | 14.45<br>14.43 | 65.16<br>66.34 | 15.21<br>15.83 | 61.95<br>59.02 | 12.80<br>18.34 |
| Lie Scale | 10.09<br>10.68 | .42<br>2.47 | 10.55<br>10.45 | 8.30<br>3.09 | 11.57<br>11.32 | 2.32<br>2.45 | 10.07<br>11.03 | 3.05<br>3.24 | 9.50<br>9.80 | 2.65<br>2.98 |
| How I See Myself | 42.60<br>35.03 | 4.75<br>1.66 | 43.66<br>* | 4.23 | 42.05<br>43.09 | 4.46<br>5.23 | 43.55<br>42.87 | 4.65<br>3.25 | 44.68<br>42.56 | 5.09<br>6.62 |
| How My Teacher Sees Me | 41.16<br>* | 4.87<br>* | 43.05<br>44.59 | 5.93 | 41.68<br>42.64 | 4.83<br>5.18 | 43.07<br>46.94 | 5.79<br>5.92 | 43.00<br>41.00 | 6.46<br>4.79 |
| Teacher Checklist | 10.71 | 6.75 | 43.95 | 6.47 | 39.86 | 3.87 | 43.20 | 5.66 | 41.41 | 5.18 |

1 The top set of figures in each cell are for the October, 1970 pretest; bottom figures are for the May, 1971 posttest.

* Information was not available

TABLE 12

MEANS AND STANDARD DEVIATIONS ON MEASURES OF SELF-ESTEEM ACADEMIC APTITUDE, AND ACHIEVEMENT FOR SIXTH GRADE MEXICAN-AMERICANS, NON-MEXICAN-AMERICANS, AND ANGLOS

| | N=181 Mexican-American | | N=70 Non-Mexican-American | | N=50 Anglo | |
|---|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | Mean | SD |
| SEI (t=2.27) | 61.10 | 13.24 | 65.90 | 15.61 | 65.92 | 17.08 |
| How I See Myself | 43.40 | 4.81 | 43.51 | 4.43 | 43.58 | 4.57 |
| How My Teacher Sees Me | 42.23 | 5.67 | 43.10 | 5.75 | 42.70 | 5.42 |
| Teacher Completed Checklist | 42.01 | 5.70 | 42.21 | 6.47 | 41.92 | 6.68 |
| CTBS Level II Reading Total (t=1.69) | 45.22 (4.4)* | 17.38 | 49.83 (4.8)* | 20.43 | 49.72 (4.8)* | 20.00 |
| CTBS Level II Mathematics Total (t=2.30) | 55.41 (4.6)* | 17.81 | 61.72 (5.0)* | 20.08 | 60.76 (4.9)* | 19.12 |
| CTMM | 99.36 | 15.78 | 101.44 | 12.15 | 100.28 | 12.33 |
| Lorge-Thorndike Non Verbal (t=2.07) | 90.44 | 14.49 | 95.93 | 20.18 | 94.94 | 20.57 |
| Age (in months) | 143.67 | 19.59 | 140.72 | 6.76 | 141.06 | 6.76 |
| Father's Occupation (t=3.14) | 5.98 | .95 | 5.54 | 1.09 | 5.54 | 1.03 |
| Birthplace | 2.38 | 2.30 | 2.56 | 2.60 | 2.48 | 2.48 |
| Time in School | 3.95 | 2.66 | 3.69 | 2.43 | 3.66 | 2.25 |

* Grade Equivalent Score

The CTMM score was obtained when these children were in grade four, which may explain why no difference was noted there. The various views of self-esteem using the adjective checklist indicated no differences.

The intercorrelation matrices in Tables 13 and 14 indicate essentially the same pattern of relationships observed at grade three. There is moderate positive relationships between the four measures of self-esteem with this being generally higher for the non-Mexican-Americans.

The trend identified in this study for sixth graders to score higher in general self-esteem but lower in school related self-esteem than third grade children caused the investigators to speculate whether similar findings would be true if we looked at the self-esteem of ninth grade children from the same background and environment as the elementary grade children. A design was prepared and permission secured to administer the SEI to ninth grade students in a junior high school located in an area of San Jose with a substantial Mexican-American population. Thirty-nine Mexican-Americans and 42 non-Mexican-Americans were tested in April, 1971. The results of this testing compared with the May testing of third and sixth grade children in the ABRAZO Project is shown in Table 15.

Across all three grade levels the non-Mexican-Americans scored somewhat higher than the Mexican-Americans on the general and school related self-esteem and on the total score. On the social self-peers subscale, however, the Mexican-American group scored somewhat higher at the sixth grade level. Also on the home-parents subscale, the Mexican-Americans scored slightly higher at the third grade level than the non-Mexican-Americans.

TABLE 13

INTERCORRELATIONS BETWEEN MEASURES OF SELF-ESTEEM SCHOLASTIC APTITUDE AND ACHIEVEMENT FOR SIXTH GRADE MEXICAN-AMERICANS

| | SEI | See Myself | Teacher Sees Me | Teacher Checklist | CTBS Reading | CTBS Math | CTMM | Lorge Thorn-dike |
|---|---|---|---|---|---|---|---|---|
| SEI | 1.00 | .33 | .36 | .16 | .33 | .33 | .20 | .27 |
| How I See Myself | | 1.00 | .52 | .25 | .18 | .22 | .04 | .16 |
| Teacher Sees Me | | | 1.00 | .22 | .14 | .25 | .14 | .13 |
| Teacher Check-list | | | | 1.00 | .25 | .27 | .35 | .13 |
| CTBS Reading | | | | | 1.00 | .68 | .59 | .61 |
| CTBS Math | | | | | | 1.00 | .61 | .68 |
| CTMM | | | | | | | 1.00 | .60 |
| Lorge Thorndike | | | | | | | | 1.00 |

Significant at .05 level if r $\geq$ .15

TABLE 14

INTERCORRELATIONS BETWEEN MEASURES OF SELF-ESTEEM, SCHOLASTIC APTITUDE AND ACHIEVEMENT FOR SIXTH GRADE NON-MEXICAN-AMERICANS

| | SEI | See Myself | Teacher Sees Me | Teacher Checklist | CTBS Reading | CTBS Math | CTMM | Lorge Thorn-dike |
|---|---|---|---|---|---|---|---|---|
| SEI | 1.00 | .36 | .49 | .20 | .47 | .40 | .25 | .34 |
| How I See Myself | | 1.00 | .67 | .19 | .17 | .20 | .08 | .11 |
| Teacher Sees Me | | | 1.00 | .20 | .30 | .30 | .18 | .20 |
| Teacher Check-list | | | | 1.00 | .52 | .48 | .41 | .44 |
| CTBS Reading | | | | | 1.00 | .84 | .63 | .66 |
| CTBS Math | | | | | | 1.00 | .66 | .75 |
| CTMM | | | | | | | 1.00 | .62 |
| Lorge Thorndike | | | | | | | | 1.00 |

Significant at .05 level if r ≥ .24

TABLE 15

MEANS AND STANDARD DEVIATIONS BY ETHNIC GROUP FOR THE SUBSCORES AND TOTAL SCORES ON THE SELF-ESTEEM INVENTORY

| Subscales | Grade Level and Ethnic Groups | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Third | | | | Sixth | | | | Ninth | | | |
| | MA | | Non MA | | MA | | Non MA | | MA | | Non MA | |
| | (113) | | (85) | | (95) | | (56) | | (39) | | (42) | |
| | M | SD | M | SD | M | SD | M | SD | M | SD | M | SD |
| SE1 General Self-Esteem | 28.17 | 6.55 | 30.38 | 7.56 | 31.96 | 7.52 | 33.52 | 9.71 | 33.16 | 9.03 | 34.60 | 7.86 |
| Social Self, Peers | 10.16 | 3.74 | 10.30 | 3.24 | 10.54 | 3.94 | 10.03 | 3.51 | 10.86 | 2.96 | 11.76 | 3.76 |
| Home, Parents | 9.83 | 3.56 | 9.66 | 4.12 | 10.65 | 3.99 | 11.09 | 4.21 | 9.06 | 4.86 | 10.22 | 5.36 |
| School, Academic | 9.37 | 3.46 | 10.42 | 3.38 | 8.60 | 3.81 | 9.71 | 3.42 | 7.94 | 4.10 | 9.38 | 4.06 |
| SE1 Total Score | 57.53 | 12.56 | 60.75 | 14.58 | 61.75 | 14.15 | 64.35 | 15.41 | 61.16 | 18.58 | 64.56 | 15.58 |

C. Summary and Discussion of Student Data

Instruments measuring self-concept and cognitive ability were administered to third and sixth grade students in urban schools having high concentrations of Mexican-American children. Teachers of these children were also asked to assess their perception of each child's self-esteem. In addition, data concerning age, sex, ethnic background, father's occupation, birthplace, and length of time the child had been enrolled at the school he was attending was compiled. CTMM and Lorge-Thorndike scores were available for sixth graders.

Examination of mean differences at the third grade on the above characteristics indicated the Mexican-American children performed lower in mathematics achievement, were somewhat older and their fathers held unskilled jobs. No differences were observed on the self-esteem measure for third graders.

At the sixth grade, significant pretest differences were found on the SEI, CTBS reading, CTBS math, the Lorge-Thorndike, and father's occupation. All of these differences favored the non-Mexican-American and Anglo ethnic categories. On the SEI posttesting, the difference favoring the non-Mexican-American was no longer significant.

Agreement between the three views of self-concept (How I See Myself, How My Teacher Sees Me, and the Teacher Completed Checklist) was examined by looking for mean differences and intercorrelations. Examination of the means revealed no differences. The intercorrelations were moderately high. On these three instruments there were no intragroup differences at either the third and sixth grade level.

Moderate positive relationships were found between the SEI and the Teacher Checklist and student achievement in both ethnic categories.

While this study was concentrated in the elementary grades, it appears that the trend of differences becoming cumulative has been established. Differences between the ethnic categories in self-esteem and academic performance, inconsistent at the third grade level, become quite dominant at the sixth grade.

It is interesting to note that data from the three forms of the self-concept instrument based upon Davidson and Lang's (1960) adjective checklist do not demonstrate any differences either between "judges" or between ethnic categories. Slight differences of a few points did crop up but none of these differences were significant. It is the intent of the authors to design reliability and validity studies to better document the utility of the adjective checklist method of assessing self-esteem.

A consistently higher correlation was found at both the third and sixth grade level between "How I See Myself and "How My Teacher Sees Me" for non-Mexican-American children than for Mexican-American children. This suggests that the non-Mexican-American child may feel more dependent upon the teacher in considering his own worth than does the Mexican-American.

Although it was noted that Mexican-Americans scored slightly lower than non-Mexican-Americans in this study on the Self-Esteem Inventory total score, it is interesting to see that for both Mexican-Americans and non-Mexican-Americans in this low income population, their general self-esteem increases across the three grade levels from third to ninth while their self-esteem related to school and academic abilitv decreases across the three grade levels measured. This suggests that things outside of the school environment may be causing the youngsters to feel better about themselves as they get older while the school environment may be having exactly the opposite effect on them.

## SECTION TWO: EVALUATION OF ABRAZO COMPONENTS

### A. Inservice Using Encounter Methods - Empire Gardens School

The Chicano Awareness Institute (CAI) staff conducted a weekend encounter with the entire Empire Gardens staff on January 8, 9, and 10, 1971 at San Juan Bautista. An initial interview was conducted by CPE with a random selection of participants approximately two weeks following the encounter week-end. Follow-up sessions in small groups were conducted by the CAI staff throughout the rest of the school year with the intent of making the school staff more aware of the needs and life style of Mexican-Americans

Results of this first interview indicated that the feelings and expectations of the staff before attending the week-end retreat ranged from fear and apprehension to a genuine desire to attend. Most school staff members said they had little idea about what to expect. The results of the word association pretest indicated that the staff was quite neutral toward encounter methods and had slightly positive feelings toward the terms Mexican-American and Chicano (Table I). Staff feelings concerning CAI and encounter methods as expressed on a questionnaire were somewhat mixed after the week-end and the two follow-up sessions. Staff responses indicated about a 50-50 split in their feelings about recommending a similar inservice for other school staffs, although nearly all agreed that the experience was worthwhile. Many felt that participation should be on a volunteer basis.

As the year progressed, it seemed to the evaluators that the Empire Gardens staff became more negative toward encounter and its methods. The administration of the Word Association Attitude Scale to the staff late in May confirmed these observations. While the other ABRAZO schools maintained

an unchanging neutral stance toward the term "encounter," the Empire Gardens staff indicated a markedly lower rating toward encounter (see Table 1). The Organizational Climate assessment at the school showed an increase in staff expertise and itmacy (see Table 2).

A Final Questionnaire was administered to the seventeen Empire Gardens staff members who completed the encounter sessions. The eleven questions were designed by the evaluation team in consultation with the director of CAI, Mrs. Esther Perez. The actual questionnaire, with comments, and the percentage of respondents to each item category appear in Figure 3. Generally, the response was mixed with a decided majority (82%) recommending not to expand encounter group activities to other schools, at least not under the circumstances of a compulsory attendance.

In an effort to obtain another view of the successes and difficulties experienced during the course of the encounter inservice, the evaluation team met with four members of the CAI staff for a three hour discussion in June. The CAI members also had mixed emotions concerning their experiences. They all felt that the weekend workshop at San Juan Bautista was very successful and at the conclusion of those sessions, the Empire Gardens staff was receptive and enthusiastic. Since January, however, a series of events has occurred which has inhibited the impact of those initial sessions. Perhaps the most obvious problem was the scheduling of the follow-up sessions.

Figure 3

Final Questionnaire for Encounter Group Participants

1) In your opinion, what were the most meaningful activities used during the follow-up sessions? - helped teachers talk to each other; personal interviews; group sessions; where to go for community aid; all was a waste of time; discussion of activities to use in the classroom; leaders discussing their personal background and experiences, it made them human.

2) What, if any, activities did you dislike? Why? "How do you feel" questions; follow-up sessions a waste of time; self-evaluation; foul language; unpleasant, threatening, insulting; leaders acted as judge and jury and viewed honesty as one-sided; small group was redundent.

3) Have you followed through with the commitments you made during the week-end encounter in January?

| | | Actual Number | Percentages |
|---|---|---|---|
| Comment: | Yes | 9 | 64% |
| | No | 5 | 36% |

4) Were the follow-up sessions by CAI helpful in reinforcing and more fully developing your original commitment?

| | | | |
|---|---|---|---|
| Comment: poor time - cost benefit | Yes | 6 | 43% |
| | No | 8 | 57% |

5) Do you feel that there has been a more positive response toward you from your children than before the encounter sessions?

| | | | |
|---|---|---|---|
| Comment: | Yes | 3 | 20% |
| | No | 12 | 80% |

6) Do you relate better to children now than before the encounter sessions?

Yes, but not due to encounter

| | Actual Number | Percentages |
|---|---|---|
| Yes | 3 | 20% |
| No | 12 | 80% |

7) Have you made any changes in your original commitment or have you been moved to a "second effort" as a result of the follow-up sessions?

Comment:

| | | |
|---|---|---|
| Yes | 3 | 21% |
| No | 11 | 79% |

8) Have you become aware of more open and more positive interstaff relationships as a result of the encounter experience?

Comment: drew the staff closer; made staff more divided; created negative attitude

| | | |
|---|---|---|
| Yes | 4 | 25% |
| No | 12 | 75% |

9) Do you feel that the overall encounter experience has made you more effective in the classroom? trauma did more harm than good.

If yes, in what ways? more confidence in myself and my ideas

| | | |
|---|---|---|
| Yes | 3 | 21% |
| No | 11 | 79% |

10) Do you feel that the CAI encounter experience was a worthwhile inservice activity?

Yes, if you use less traumatic means CAI openly lied in large group sessions

| | | |
|---|---|---|
| Yes | 4 | 27% |
| No | 11 | 73% |

11) Would you recommend that similar encounter group inservice activities be expanded to other schools?

Definitely no!! No!!

| | | Actual Number | Percentages |
|---|---|---|---|
| If yes, under what conditions? | Yes | 3 | 18% |
| People should know what to expect | No | 14 | 82% |
| volunteers and be aware of what to expect | | | |
| I would not wish the encounter on anyone | | | |
| Volunteer basis with full knowledge of what is to take place | | | |
| Concern over psychological damage | | | |
| Need for CAI program changes | | | |
| Volunteers and better leaders | | | |

No comprehensive schedule was planned and agreed to by CAI and the school staff in advance and, hence, sessions were scheduled and rescheduled to mesh with planned and unanticipated school district activities. This uncertainty of meeting time and place coupled with other demands upon teacher time caused the teachers to view the follow-up sessions as mismanaged and unplanned.

CAI staff members indicated that they felt the time of six or seven months was much too short to achieve the impact they had planned. In addition, they felt the small group and individual consultations were much more productive in changing attitudes. More individual consultations immediately after the week-end workshop would be one program change initiated by CAI. Teacher immaturity and expectations for CAI to be the moving force toward change were cited as some problems encountered. Administrative support and leadership at the school was not forthcoming in the opinion of CAI and, hence, teachers did not feel the necessity for the encounter sessions.

The evaluation team proposed two additional methods to better document staff self-awareness and classroom receptivity to Mexican-American culture and language. A self-actualization measure, the Personal Orientation Inventory, was presented to the school staff as a possible measure to reflect the impact of the encounter experience. Staff profiles would have been compared to profiles of other elementary teachers who had participated in encounter group sessions. Only three staff members completed this instrument and thus the analysis was not completed.

The Empire Gardens staff decided against permitting the evaluation team to conduct classroom observations to better document multi-cultural/multi-lingual receptivity and interaction. Their stated reasons were that because no fall

observations were made, growth could not be verified, and by May classroom behavior is not representative.

The pre-post measures of self-esteem for students in third and sixth grade at Empire Gardens revealed no significant change over the course of the year.

B. Non-Encounter Inservice Programs

Hester School selected a series of inservice workshops based upon William Glasser's "Schools Without Failure." They participated with some other schools in San Jose Unified School District (SJUSD) who also selected this type of inservice. The District sponsored this program which also allows college credit for interested teachers.

This inservice activity was conducted through the Glasser Education Training Center located at La Verne College. The school principal was trained by the Center to conduct the inservice course with his staff. Complete evaluation forms are provided by the Glasser Center and are now in the process of being analyzed. A full report on this evaluation will be released when it becomes available.

Jefferson School, after a needs survey of the staff, proposed that their inservice be directed toward the improvement of their language arts and reading program. The inability of many children at their school to read was of concern to the staff and is their basis for selecting this inservice program.

Four areas of need were defined and teachers selected an area of concentration. The four areas were:

1) Comprehension
2) Language Development and Listening Skills
3) Diagnosis and Prescription
4) Word Attack Skills

During the period of March 10-20, 1971, released time was permitted for teachers to visit exemplary programs in their chosen area. April 12 to May 7 was reserved for consultants to provide research knowledge and materials to the Jefferson staff. The latter part of May was used for planning for implementation, developing behavioral objectives and preparing instructional materials. It is hoped that next year a continuous progress reading curriculum (K-6) can be developed, piloted and evaluated. Appendix A contains a more detailed description of this inservice.

A short evaluation questionnaire was developed jointly by the principal at Jefferson and CPE. Indications were that the staff was most enthusiastic about being consulted and asked to design their own inservice. Consultant assistance and visits to other schools seemed to be most useful although the teachers gave the overall inservice a "fair" rating and only half indicated that the inservice caused changes in their teaching of reading. Only half the staff recommended the program be continued into next year. The complete questionnaire can be found in Appendix B.

C. Bilingual Classes at Jefferson School

Miss Edythe Valencia and her aide, Mrs. Martha Morales, provided enrichment experiences in bilingual/bicultural education for approximately one hour each day to each of the two kindergartens at Jefferson. Miss Valencia and Mrs. Morales visited and assumed classroom responsibilities from the regular kindergarten teacher when conducting their bilingual enrichment. About 60 students were served and Miss Valencia reported an increasing willingness by students to speak both languages in the classroom. Mono-lingual English children were most enthusiastic. Mrs. Morales left the project in March to assume another position.

Miss Barbara Munro and her aide, Mrs. Carmen Crespo, taught the bilingual first grade class of 20 (end of year enrollment was 15) children. These youngsters were in a bilingual/bicultural environment for the entire school day. Observations by CPE indicate that not only was instruction in English and Spanish being offered, but the children were responding and participating eagerly.

Twenty sets of bilingual instructional materials have been purchased for the bilingual classes. These were screened and selected on a mutual basis by parents and teachers.

On the posttesting of first grade students in the bilingual program on the Following Directions subtest of the Cervenka Test of Language Proficiency, students averaged 15.0 in Spanish and 18.6 in English out of a possible 20 points. Items on this test measure a child's ability to understand and carry out basic instructions such as "put your hand on your head." These results were about five points higher than that of first grade bilingual program students in another Project within the county.

D. Bilingual "Friends" at Belden and Jefferson Schools

Two bilingual friends at Belden, Mary Ann Sklar and Gilbert Mendez, and one at Jefferson, Juan Molinar, have been working with children, teachers, and parents since November, 1970. Their role was not well defined at the outset. Their goal was to work with and consel Mexican-American youngsters with the intent of improving their self-esteem and in-school performance/ behavior.

Logs of their activities indicated that their role was evolving into a community-oriented pattern as they were spending a good deal of time working with parents as well as students and teachers.

The children at Belden and Jefferson have been enthusiastic toward the Friends almost from the beginning. Teacher acceptance was realized at a slower pace. All three Friends are dedicated and working longer hours than their job descriptions require.

A faculty poll at Belden School asking whether teachers would recommend the continuation of the "Friends" program indicated a yes response by five teachers and a no response by eight teachers. A brief teacher questionnaire about the "Friends" component was administered in May. The responses are contained in Appendix C. A student questionnaire about the bilingual friend component was administered to students at Belden and the responses may be found in Appendix D. Analysis of the data separately by primary and upper grade students indicated that 32 percent of the primary children and 51 percent of the upper grade children had talked with one of the two "Friends" about something that was on their minds. Thirty-eight percent of the primary students and 76 percent of the upper grade students indicated that at least one of the friends had talked with them on the playground or in the classroom. Twenty-five percent of the primary and 37 percent of the upper students indicated that one of the friends had visited their home.

E. Multi-media Bilingual/Bicultural Instructional Materials for Bilingual Classes at Jefferson and Materials for all Classes at Empire Gardens

Mrs. Roberts Landwhere is the media specialist at Jefferson. She has a part-time clerk-typist assisting her in the task of reviewing and selecting bilingual and bicultural materials. Visits to other projects have been useful to Mrs. Landwhere in selecting materials. Most of these materials are also reviewed and examined by other members of the staff and their respective classes. Some of the materials were also previewed by a group of youngsters from the various classes. Books that are of social value and that could be used to teach children how to get along better with other people were previewed and bought. The books are used as a point of departure for classroom discussions. Sound strips and other auditory and visual materials were previewed with the thought in mind that these materials could be checked out by the students, the teacher aides, and the staff for use at home. Few of these materials, however, were checked out for use at home. Limited use of materials was experienced in the non-bilingual classrooms. The media specialist indicated that the heaviest use of the bilingual /bicultural instructional materials was in the bilingual classrooms. Films of a bicultural and bilingual source were not bought by the media specialist at Jefferson.

A personal interview with the media specialist indicated her perception of a lack of direction on the part of the project director. Also, the fact that the school will be torn down in June created a situation of uncertainty among all people involved in this component.

F. The Use of Resource People in the Classrooms

The use of resource people in the classrooms has increased tremendously since the beginning of the project. Parent visits to the bilingual classrooms

doubled the first month the project became operational at Jefferson. Spanish-speaking parents visited the classrooms and observed their children. The teachers in the bilingual project held parent conferences and discussed learning problems with the parents. The teachers noted that in general the parents of the children in the bilingual classrooms were willing to participate in the classroom activities and to assist the teacher aides in their duties.

The teachers of the bilingual program indicated that because the project will not be funded next year, the children who were in their bilingual classrooms would, in their opinion, suffer in their school work. Both of the teachers stated that they felt that the reading level in English of the children in their classrooms was static because they concentrated in teaching the children Spanish. This, in their opinion, would hurt the children next year when the children would again be placed in a total English-speaking class.

G. School Community Director

Mrs. Ruby Smith has been the school community director at Jefferson this year. Her primary activities have been to increase parent and community involvement in school-related activities. Some of the activities that she has been involved in are as follows:

1. Organization of sewing and cooking classes for parents;
2. Typing classes for some of the students at Jefferson; and
3. Culture and ethnic study sessions that deal with Mexican-American culture.

One of the results of the culture class was a 5th of May celebration (Cinco de Mayo) that brought about a tremendous amount of parent and

community participation. This was a joint effort that was representative of school staff, students, adults, and the friend component. However, because her administrative structure is such that she reports to the principal and District, her responsibility to the ABRAZO project has been limited.

H. Maximum Parent Involvement at Empire Gardens, Jefferson, Belden and Hester Schools

The Parent Advisory Committees (PAC) at all ABRAZO schools, have been operational and have been active in a number of different ways. Jefferson school has an active PAC and has been instrumental in the creation of various innovative programs. They have been active in promoting more parent participation in school-related activities. They have chosen to personally participate in workshops in Self-Enhancing Education (SEE) as their prime activity for next year. The PAC members stated that their experience in the SEE workshop was of value to them. The principal felt that the PAC had been active in assisting the school community director in her organizing activities and also had worked closely with the "Friend" at Jefferson.

Each PAC designated one of its members to sit on the central project advisory committee which provides advice to Mr. Bustamante and Dr. Hoffmann concerning program planning and design. The central PAC as well as each of the schools PAC representatives were active advisors at the county level and provided the project with a great deal of valuable advice that pertained to administration, materials, acquisition and evaluation.

The PAC at Empire Gardens, Belden and Hester worked closely with the school administration and staff. At Belden the PAC helped the two friends at that school coordinate field trips and other recreational activities for the children at Belden School. At Empire Gardens PAC members chose to buy

some educational materials for two of the classes in the school.

At Hester School the PAC chose to buy bilingual materials both for student and adult use.

Although parents and community did not always agree with the school administration, a working relation was present at all times. This condition existed until the central PAC felt that their recommendations were not being heard.

A parent questionnaire was developed and administered at Jefferson to measure community acceptance of the bilingual project in that particular school. The members of the PAC helped CPE to prepare and administer the questionnaire which is contained in Appendix E.

I. Tutorial Program at Jefferson

Jefferson school had a cross-age tutorial program operational during the 1969-70 school year. This was a within building program in which sixth graders tutored students in the primary grades.

During this 1970-71 school year, a tutorial program was initiated in which 26 ninth graders from Peter Burnett Junior High School, three Project Share tutors, four work-study aides, and four regular aides were used as tutors in reading (and sometimes math and spelling). Students were referred by teachers for tutorial help and the teacher relayed the assignment to the tutor when he came to the classroom to meet his tutee. All tutors were given some orientation in tutorial methods, but his was not controlled or uniform.

Generally, the tutoring program was not nearly as effective as it might have been. Because specific information was not collected on how long or for what purpose each child was tutored this year, we cannot evaluate, in any quantative way, student growth or program effectiveness.

J. Project Management

Although the focus of the CPE evaluation for the year was upon the specific components of the project rather than upon the project's management, some comments about the management and operation of the project may be in order. In terms of the implementation of tasks in CPE's contract, the ABRAZO project director and staff were highly cooperative. However, in terms of supervision of day to day operations of project components in the schools it was felt by some of the school staffs, district personnel and parent advisory committee that the project director was not effective in planning, coordinating and supervising activities. Partially this may have been due to his perception of his role as being more of a researcher than an administrator of a large and complex project.

Another problem area was that of having a project funded to a county office of education but implemented in schools within a single district. Role conflicts arose as to the responsibility of the principals, district coordinator, county project director, and parent advisory committees. Throughout much of this year, uncertainty existed as to whether the project advisory committee was responsible for the planning and execution of the project or were simply serving in an advisory capacity to the project director and county superintendant of education. This conflict was also related to the issue of the extent to which the project was to be a research versus an operation project. This issue was discussed by the evaluators at length in the Interim Evaluation Report of March, 1971.

Probably the most serious problem arising this year was the hostile reaction of some of the community members to a student opinion survey developed and administered by the project director to Mexican-American youth. This hostility was over the reported insensitivity and offensiveness of some of the survey items to some members of the Mexican-American community. This led to the filing of a law suit by the president of La Confederacion de la Raza in San Jose against the county superintendent and Board of Education in an attempt to attain an injunction against the continuation of testing with this instrument. The reprecusions from this community reaction have contributed to the failure of the ABRAZO project to be refunded by the U.S. Office of Education.

## SECTION THREE: CONSLUSIONS AND RECOMMENDATIONS

### Conclusions

This section of the report is written with a knowledge that the ABRAZO Project will not be refunded by USOE for the coming year. From the evaluators' point of view, the first year of the project's operation presents a complex picture. Some of the components such as the CAI Encounter Group form of teacher inservice training at Empire Gardens and the operations of the bilingual education classes at Jefferson did not get underway until the second semester. Other components such as the "bilingual friends" needed a year to clarify what their role and function should be. As a result, specific behavioral criteria and levels of performance expected were not possible during this trial year but could certainly have been stated and measured during the second year of operation. Despite some serious problems that have arisen, a number of positive outcomes have accrued from this year's experiences. Many of the components have caused educators to take a more serious look at themselves in their relationship to Mexican-American children. Other components such as the bilingual friends, tutors, and bilingual education component have affected directly the children in the participating classes. However, in the opinion of the evaluators, the most dramatic effect of the project has been in its development of interest and active involvement of parents and community members in the direction and operation of the schools. These changes in teachers, students, and parents will undoubtedly have an impact on education in the San Jose Unified School District. Some of the findings from this year's research and evaluation should be of interest and use to educational practictioners and researchers across the county. Several papers related to this study of student self-esteem were presented in Washington, D.C. in September to the annual convention of the American Psychological Association.

Recommendations

1. A review committee of educators and laymen from San Jose Unified School District should be appointed to review the ABRAZO evaluation findings and to conduct their own informal evaluation of the ABRAZO components. Those components that give the greatest promise for improving the education of Mexican-American students should be continued for next year under local or other federal funding.
2. A few of the components selected by the review committee should be chosen for a careful evaluation by the district or an outside agency. Components as selected should be originally those that the district is considering for possible widescale adoption.
3. The personnel and techniques associated with implementing effective school project advisory committees on the ABRAZO project ought to be used to improve parent and community involvement on other projects and school activities.
4. Although the discontinuation of a new project can cause inconvenience and hardship to many people involved, the group most seriously handicapped by the discontinuation of ABRAZO, in the opinion of the evaluation, are the children enrolled in the bilingual education classes at Jefferson. The evaluators, therefore, recommend that the district explore alternative sources of funding to allow the children in Jefferson bilingual classes to continue receiving bilingual education.

# APPENDIX A

## DESCRIPTION OF THE INSERVICE TRAINING COMPONENT AT JEFFERSON SCHOOL

As a result of a teacher survey and discussions with the faculty at Jefferson, the following proposal has been developed for an Inservice component:

I Project Descriptions

To improve the Language Arts and Reading programs at Jefferson in order to raise significantly the achievement level of all our students in the areas of Reading.

II The need is to provide a Language and Reading program which will enable students who are reading below grade level to raise their scores to grade level or above. The following table indicates that a majority of Jefferson students are reading below grade level:

Table I Median Reading Scores, Spring 1970

| | |
|---|---|
| Grade 1 | 1.4 |
| 2 | 1.9 |
| 3 | 2.7 |
| 4 | 3.1 |
| 5 | 3.9 |
| 6 | 4.9 |

Table II Median Growth in Reading, Spring 1970

| | |
|---|---|
| Grade 1-2 | 5 months |
| Grade 1-3 | 1 yr. 2 months |
| Grade 2-3 | 7 months |

III Project Goals

A. Social Goals

1. To provide each child with successful experiences, both academically and with his peers, in order to enhance the child's feeling of self-worth. To lower the number of psychological referrals and absences as compared to the previous year.

2. To develop within each child, the ability to make decisions, accept responsibility, and to respect the rights of others.

B. Educational Goals

1. To allow each student to learn at this individual rate, and to progress as he achieves in a curriculum which includes specific behavioral objectives and provides for pre-testing and self-evaluation as well as teacher-evaluation.

2. To provide varied, relevant experiences, which enable students to learn by involvement. Enriching experiences will be provided to develop the special interests and capabilities of each child in addition to the basic skills in reading, writing, and language.

3. Raise the current achievement level more than 2 months above the current year's results in reading.

C. Cultural Goals

1. To instill, within each child, an appreciation and understanding of his own culture and the culture of others, and to enable him to recognize the necessary interaction between these cultures to further develop our society.

IV. Project Objectives

A. To determine the needs in the language and reading areas at Jefferson School.

1. To study the reading test results.

2. To study the continuity in the reading program between grade levels.

3. To discuss in faculty groups what teachers feel the needs to be.

B. To study other effective reading/language programs, methods and techniques.

1. To provide released time for teachers to visit other programs such as ITA and Lippincott.

2. To consult with experts in the field of reading such as Walter McHugh (Hayward State), and John Manning or Robert Ruddell (Cal-Berkeley)

3. To provide released time for inter-visitation within the school.

4. To provide current research and texts on Reading and Language, and released time for teachers to read them.

C. To determine which information, ideas and materials should be implemented at Jefferson; To organize small groups to study the information, ideas and materials in the light of the pre-determined needs.

The 4 areas for study are:

1. Comprehension

2. Language Development and Listening Skills

3. Diagnosis & Prescription

4. Word Attack Skills

D To determine how to effectively implement the information, ideas, and materials recommended by the study groups into the total school program.

1. To hold Primary unit meetings to reach a consensus as to methods of implementation and to plan the goals and objectives of the program.

2. Hold upper grade unit meetings to reach a consensus as to methods of implementation the goals and objectives of the program.

3. To provide released time for the development of instructional materials to meet the stated objectives.

E. Released Time Schedule for Completion of Project:

| | |
|---|---|
| March 10 - 20 | Inter-visitation of reading programs at Jefferson (covered by Jefferson staff) |
| April 12 - May 7 | Consultants |
| | Visitations |
| | Research |
| | Study of materials available (covered by trainees and substitutes) |
| May 10 - 20 | Planning for implementation<br>Developing behavioral objectives<br>Preparing instructional materials (covered by substitutes) |
| Sept 1 | Target date for implementing the program |
| June 1972 | Evaluation |

# APPENDIX B

## JEFFERSON INSERVICE TEACHER QUESTIONNAIRE SUMMARY

TO: Jefferson Staff

FROM: Lenny Greathouse and Dick Gustafson (CPE)

RE: Evaluation Questionnaire Concerning Inservice Program in Reading

We ask your time to respond to this questionnaire for two purposes. First, your answers to the first few items will enable us to evaluate the effectiveness of this Spring's Inservice activities in reading. The second purpose is to get your feelings concerning how best to continue the implementation phase of the reading inservice and to identify related areas for additional inservice.

1. Do you feel that you were sufficiently consulted and your recommendations were considered in the planning phase of the reading inservice?
2. Which activity do you consider the <u>most</u> useful aspect of your inservice (please mark only one).
   1. Visit to other classrooms of Jefferson ___
   2. Consult assistance ___
   3. Visits to other schools ___
   4. Documents of research findings ___
   5. Study of reading materials ___
   6. Other specify ___
3. Have the inservice experiences resulted in changes in your teaching of reading this year? If yes, explain.
4. How would you rate the over all effectiveness of this year's inservice project?
   1. Not very useful to our program ___
   2. Fair-picked up a few useful ideas ___

3. Good-well done and interesting ___

4. Very useful-will effect changes in my teaching ___

5. Would you recommend that this effort in reading be continued during the 71-72 school year?

6. What changes might make next year's efforts more effective?

   1. _____

   2. _____

   3. _____

7. Please indicate from the list below, Two areas of inservice which would strengthen and expand the foundations of this year's inservice.

   Writing behavioral objectives ___

   Diagnostic and prescriptive procedures ___

   Individual record keeping ___

   Self-pared learning ___

   Continuous progress monitoring ___

   K-6 reading continuum of objectives ___

   Program evaluation and research ___

   New advances in reading ___

# APPENDIX C

## Summary of Responses to the Teacher Questionnaire Regarding the Friends Component

1. How have your students benefitted by having a "friend" at Jefferson school?

   a. Some students greatly, others little contact or only when in trouble

   b. not very much

   c. friend has talked problems over with students and been concerned about their self-image

   d. children look up to a person closer to their own age

   e. children got more attention

   f. no contact between my class and friend

2. How could the "friend" have been more effective?

   a. define role more clearly

   b. overlapped with Comm. Liason

   c. more experience, training (problem solving)

   d. more role of "big brother" instead of playmate (horseplay)

   e. by setting a good example by punctuality in arriving at meetings, rehearsals, at school

   f. more dependable

   g. older person, parent more effective

   h. maybe arrange to talk with every student

   i. come to the room on a regular basis

3. Were there any problems that have occurred concerning the friend?

   a. no

   b. at first I felt he was opposed to all teachers - out to find fault - this feeling diminished as he worked with children

c. the children seemed somewhat disappointed in the "friend" after several months in that he would not be around when they needed him - nor would he feel like playing with them on the playground. There were no real problems - it just disolved into a feeling of tolerance and apathy.

# APPENDIX D

## Summary of Responses to the Student Questionnaire about the Bilingual Friend Component

### Belden School

Please answer the following questions by checking the circle which you feel applies to you.

| | | N=82 Upper Grades | N=120 Primary Grades |
|---|---|---|---|
| 1) If you have a problem in school who do you usually go to to talk it over? | | | |
| | I keep it to myself | 33% | 15% |
| | A teacher | 40% | 50% |
| | "Friend" | 1% | 9% |
| | Principal | 3% | 9% |
| | A classmate | 13% | 4% |
| | Older brother or sister | 11% | 5% |
| | Other (specify) _____ | | 8% |
| 2) Have you ever talked with Mary Ann or Gilbert (the friends) about something that was on your mind? | | | |
| | Yes | 51% | 32% |
| | No | 49% | 68% |
| If yes, what do you usually talk about? | | | |
| | Good things about school work | 12% | 10% |
| | School activities, talent show, or field trips | 34% | 13% |
| | Home problems | 3% | 5% |
| | My poor school behavior (fights, etc.) | 5% | 3% |
| | Other (specify) _____ | 1% | 4% |
| | No answer | 45% | 65% |
| 3) Do you like coming to school each day? | | | |
| | Yes | 66% | 79% |
| | No | 34% | 21% |

| | | N=82 Upper Grades | N=120 Primary Grades |
|---|---|---|---|
| 4) Has either Friend ever talked to you on the playground or in your classroom? | | | |
| | Yes | 76% | 38% |
| | No | 24% | 62% |
| 5) Has either Friend ever visited your home? | | | |
| | Yes | 37% | 25% |
| | No | 63% | 75% |

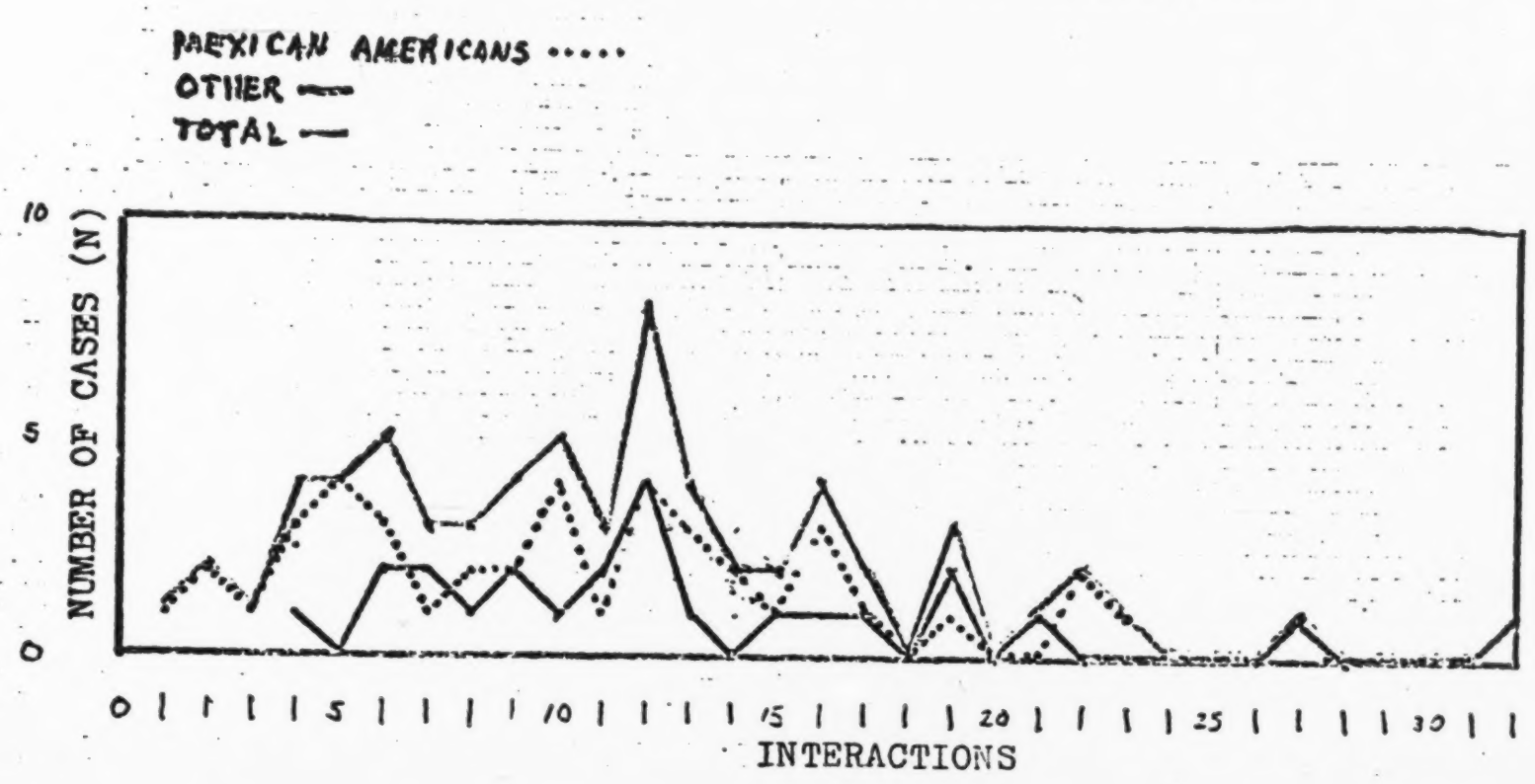
## APPENDIX E

## SUMMARY OF THE CLASSROOM OBSERVATION STUDY

As a component of Operation Abrazo (a project aimed at enhancing the self image of Mexican Americans in the Santa Clara County schools) it was decided to examine the pupil-teacher relationships to determine the existence or absence of bias on the part of teachers in dealing with Mexican-American pupils.

It was hypothesized that the academic progress of Mexican-Americans would be inhibited if other children received a disproportionately greater amount of teacher-pupil interaction. A plan to ascertain this relationship by observation was initiated.

It was also hypothesized that teacher expectations for Mexican-American children might be lower than for other children and that lower expectations would result in teachers directing their efforts toward children from whom they might expect better results. Teachers were asked, among other items, to predict the pupils learning rate and thereby express their expectations for the pupils. The pupils and teachers where later observed in order to determine the relationship between the expectations which the teacher held and the actual rate of interaction.



It was generally noted that Mexican-Americans constituted the three extremely low interactors and that others constituted the two high interactors. These extremes were not judged to be significant as in aggregate they constituted less than 10% of the sample (7%) when compared with the similarity of the pattern for the preponderance (90%) of the group.

| CLASSIFICATION | MEXICAN-AMERICANS | OTHER |
|---|---|---|
| CASES | 43 | 26 |
| TOTAL INTERACTIONS | 449 | 341 |
| MODE | 12 | 12 |
| MEDIAN | 13 | 12 |
| MEAN | 10.4 | 13.1 |

Comparison of interaction rate and learning rate expectation as stated on the teacher inventory:

| *Interaction | | Low (0-5) | Mid (6-15) | High (16 +) |
|---|---|---|---|---|
| Learning rate Expectation Teacher-Inventory | Slow (1) | 3 | 6 | 1 |
| | Mid (2) | 7 | 21 | 8 |
| | Fast (3) | 1 | 9 | 6 |

*Median interaction 12.5

Early in the teaching year three instruments were administered in order to determine the students self concept and the teacher's concept of the student. The student rated his learning rate on a checklist, as he perceived himself,according to a three point scale. He then executed a similiar checklist according to how he estimated his teachers perception of his ability to learn. On the third instrument (Teacher Inventory) the teacher was asked to rate the learning rate expectation and the same three point scale (1[slow],2[mid], 3[fast]).

It was considered to be a possibility that teachers would interact highest with students for whom they had highest expectations. This was not borne out in the observation except that a higher percentage (38%) of those rated as fast (3) were in the high interaction range when compared with the percentage (22%) of those rated as mid (2). Those rated mid (3) constituted 53% of the high interactors while those rated as low accounted for 7% which in lower than the percentage predicted as low (16%).

Percentage of high interaction punils by learning rate expectation (teacher inventory)

| | %High Interaction N | %of total N |
|---|---|---|
| SLOW (1) | 7% | 16% |
| MID (2) | 53% | 59% |
| HIGH (3) | 40% | 25% |
| | 100% | 100% |

Conclusions

Examination of the data gathered in relation to the purpose of the observation component the following conclusions are drawn:

1. There is no significant evidence that Mexican-American children in grades three and six in the Belden School participate less in interaction with their teachers than other children.
2. Belden School teacher expectations of pupils' learning rates did not significantly inhibit interaction.
3. General interaction patterns were similiar and variations were based on factors other than teacher bias realative to Mexican-American and other children in grades three and six of Belden School.

Recommendation for Further Study

It is recommended that the validity of the sample be ascertained in that it was an accidental selection.

It is recommended that investigations relative to cross cultural insensitivity be conducted.